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ABSTRACT

The annotated bibliography primarily covers the current status of American Indian education in the United States (and Canada). No attempt was made to include all existing literature on the subject. Most of the 176 citations were taken from professional journals, papers delivered in professional meetings, and government reports. The articles, dating from 1968 to 1973, are arranged alphabetically by author and topic. Subject areas are: adult education, attitudes, community, culture, curriculum, education, guidance and counseling, history, language, reading, and other resources. The two themes that continually appear throughout the literature are: (1) although the government has spent vast sums of money on education for Indians, the results are extremely disappointing; and (2) the Indian is no longer content to let the dominant society dictate his lifestyle, and he is becoming increasingly more vocal and active in controlling his own educational progress. (KM)

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TABLE OF CONTENTS

	Page
Introduction	1
Adult Education	1
Attitudes	4
Community	9
Culture	11
Curriculum	14
Education	18
Guidance and Counseling	32
History	34
Language	35
Reading	38
Resource Material	39

INTRODUCTION

Literature on the American Indian exists in massive amounts in libraries across the country. More than any other minority group, the Indian has aroused the interest of social scientists, educators, missionaries, novelists, artists, and the federal government. Since the discovery of America, man has been intrigued by the culture, arts and crafts, origin and history of the American Indian.

Most of this literature deals with the Indian as he existed in the dim past and, more often than not, has been written from a non-Indian viewpoint. Other minorities have not escaped the eye of the investigator and, while the Indian shares many of their problems, his unique position in the history of the United States, his longstanding relationship with the United States government, his isolation from the mainstream, and his tenacious desire to hold on to his traditional lifestyle are best dealt with here through separate study.

Two themes continually appear throughout the literature: The first is that although the government has spent vast sums of money on education for Indians the results are extremely disappointing; the second is that the Indian is no longer content to let the dominant society dictate his lifestyle and he is becoming increasingly more vocal and active in controlling his own educational progress.

This survey is primarily concerned with the current status of Indian education in the United States. No attempt has been made to cover all the literature that exists on the subject. Material covered

is easily obtainable in most university libraries and many articles were omitted as being too biased to be valuable. Most of the writing included in this bibliography was taken from professional journals, papers delivered in professional meetings and from government reports. The articles are arranged alphabetically according to authors and a variety of topics, covering a six year period from 1968-1973. It is hoped that this survey will be of benefit and use to all those working directly or indirectly in fields related to Indian education.

Action Implications in Adult Basic Education Programs. Ohio State Department of Education, Columbus, Ohio, 1971. 80 pp.

Eight articles on adult basic education adapted from the 1971 workshop are presented and include Action Implications for ABE Directors by Alan Knox; ABE Budget Development, by Donald Butcher; Competent ABE Instructors, by William Dowling; Interview Techniques and Training, by Norman Kagan; Reading; The Basic in Adult Education, by Dr. Wayne Otto; Black Dialect, by Darnell Williams; Ideas for ABE Teachers of English as a Second Language, by Dennis R. Preston; and Meaningful Lesson Topics, by Thomas Miranda.

Adair, J. B. Study of Illiteracy in Texas as Related to Vocational Education. Texas Education Agency, Austin, Texas, September 1964, 84 pp.

Since a large segment of the Texas population is educationally deficient, a study was authorized to relate illiteracy to adult vocational education. The study was based on the assumptions that there is a significant relationship between illiteracy and (1) membership in an ethnic group, (2) low socioeconomic status, (3) crime and (4) unemployment and ability to pursue vocational training. One of the eight recommendations forwarded was that the Texas Education Agency would assume responsibility for initiating a program of basic and vocational education.

"Adult Education in British Columbia" Journal of Education. British Columbia University, Vancouver, No. 18, 1971, pp. 1-129

Articles on existing programs of adult education, not institutionally sponsored, are presented. The first section reports on adult education classes for Indians and teaching English as a second language. The second section deals with public school adult programs, extension activities and community college programs. The final section of articles reviews adult education in the health sciences. A chronology of the early history of adult education until 1914 and a working bibliography about adult education in British Columbia are also included.

Bass, Willard P. The American Indian High School Graduate in the Southwest. Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, July 1969, 106 pp.

This study presents the post high school achievements of a representative group of Indian high school graduates in the Southwest in terms of post high school training and employment. Their achievements are indices of the degree to which they have acquired

essential skills for employment, social adjustment, and self-fulfillment. A questionnaire and interview guide were used to assess whether or not the graduates had entered and completed continuing educational programs and to examine other characteristics of the sample. Three out of four graduates continued academic or vocational programs after high school and out of those, two-thirds completed vocational and technical programs. At the time of the interview, more than six years from the time of high school graduation, two-thirds of the females and three-fourths of the males investigated were gainfully employed. Overall, it was noted that language problems, rigid curriculum and cultural differences prevent the Indian from making an even more effective adjustment to modern society.

Clark, Richard O. "Higher Education Programs for American Indians" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 12, Number 3, October 1972, pp. 16-20

Clark reports his findings on the characteristics of four southwestern institutions of higher learning and their Indian programs.

Edington, Everett and Willey, Darrell. "Occupational Training for America's Forgotten Minority" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 2, January 1971, pp. 15-20

In 1969, a national conference was conducted to encourage development of more vocational education programs for American Indians. The article discussed conclusions and recommendations resulting from the workshop. Follow-up studies were encouraging and noticeable changes providing more effective vocational training programs had taken place.

English, Samuel F., Jr. Education of Urban, Unenrolled, and Mobile Indians. A Position Paper, Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, April 1970, 12 pp.

The problem of an American Indian not on a tribal role is that he is not a legal ward of any tribe and therefore ineligible for financial aid for educational purposes. The relocation program has moved Indians from reservations to urban areas to encourage assimilation, further adding to the identity problem. Often Indians are encouraged to pursue higher education, only to find they are not provided sufficient funds. Existing organizations such as the National Indian Youth Council and the United Scholarship Service should be contracted to conduct investigations into existing educational programs for Indian students.

Faas, Larry A. "A Career Development Program for Indian Teachers" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 2, January 1972, pp. 13-17

This article reports on a unique teacher preparation program at Arizona State University, Tempe. Participants can complete their training in four years and five summers. Participants were selected from personnel who were employed in the schools as teacher aides and upon graduation will become full-fledged teachers.

Grover, Bill. "Serving the Needs of the Native American" Community and Junior College Journal. Volume 43, May 1973, pp. 32-33

The plea here is for more career development programs, more Indians as educators and administrators, and the use of the Indian community for resource material.

Ludeman, W. W. "The Indian Student in College" Journal of Educational Sociology. Volume 33, Number 7, March 1960, pp. 333-335

Ludeman notes the lackadaisical behavior patterns of Indian college students. Late enrollments, absence from classes and behavior which reflect habits at odds with those expected by the college community are attributed to cultural differences of which values are a part.

Minear, Leon. "Some New Approaches in Meeting the Occupational Education Needs of the American Indian" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 9, Number 1, October 1969, pp. 18-22

Minear highlights approaches which are proving successful in overcoming the American Indian's difficult occupational education problems and suggests ways to incorporate these approaches into the two present Indian educational systems.

Navajo Adult Basic Education. Office of Education, Washington, D. C., Sponsor, 1971, p. 106

This special experimental demonstration project in adult basic education had several objectives: (1) to raise the educational and social level of adult students who were unable to read, write, and speak English (2) assist students to take advantage of occupational and vocational training programs (3) assist students to be aware of various services (4) to encourage students to better meet their responsibilities as individuals and parents (5) to promote the personal well-being of the students.

Pope, Allen. "Educational Program for Adult American Indians" Adult Leadership. Volume 18, Number 5, November 1969, pp. 143-144+

The program discussed here provided adult Indians a basic educational and prevocational orientation and, in addition, family life education. Apparent results were improved appearance, increased verbal ability, more realistic goals and values and increased awareness of proper health and nutritional practices.

Wells, Robert N. Short-Term Training Program. The American Indian Student in Higher Education. Saint Lawrence University, Canton, New York, 1971, 73 pp.

This training program had four major objectives: (1) to obtain working knowledge of Indian values (2) to develop an attitude of respect and concern for Indian life styles (3) to develop skills in recognizing the problems facing the Indian college applicant and as a student (4) to develop programs to meet these problems with solutions compatible with the student's goals. This document presents a general outline and evaluation of the program. The conclusion was that the program achieved maximum benefits for the participants.

ATTITUDES

Anderson, James and Safar, Dwight. "The Influence of Diffential Community Perceptions on the Provision of Equal Education Opportunities" Sociology of Education. Volume 40, Number 3, pp. 219-230

Through extensive interviews with community members and school personnel in two multicultural Southwestern communities, the authors of this study attempt to demonstrate the importance of perceptions and attitudes in the provision of equal opportunity for Spanish-American and Indian children. The findings demonstrate that the two groups are less capable of achieving desirable goals than are their Anglo contemporaries. This lack of achievement is seen as a lack of innate ability rather than the fault of inadequate school programs. This feeling of inferiority appears to be internalized by the minority groups themselves, creating a negative climate for their children.

Benham, William. "A Foundation for Indian, Cross-Cultural Education" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 8, Number 2, January 1969, pp. 26-31

An individual with a strong self-concept can solve his own problems. A teacher of Indian students should exert her best efforts toward helping the student develop a strong self-image.

She should also recognize the qualities, traits and values or cultural differences that separate American Indians from a larger portion of the rest of American society.

This article points out the unique challenges confronted by Indian educators.

Biglin, James and Wilson, Jack. "Parental Attitudes Towards Indian Education" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 3, May 1972, pp. 1-6

Parental attitudes regarding public education on the Navajo and Hopi reservations was the objective of a study reviewed by the authors.

Conclusions were that the majority of the parents supported public education, desired a curriculum in which the local language, people, history, culture and traditions play a central role; wished to play a more important role in the educational process; supported a career education concept, and desired the school program to be locally controlled.

Boutwell, Richard C.; Low, William C.; Williams, Kristin; and Proffet, Thomas. "Red Apples" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 12, Number 2, January 1973, pp. 11-14

The purpose of this article is to lend insight into the question, "Must an Indian become 'white on the inside' to succeed in an institution of higher education in today's America?"

Factors Affecting Attitudes Toward Education Among Indian High School Students in Phoenix Area Off-Reservation Schools and Mexican American and Black Students in Phoenix Union High School. U. S. Department of the Interior. B.I.A. Phoenix Area Office, 1971

Tests measuring the attitudes relative to recreation, teachers, self-concept, home toward school, and value of education were given to students attending Phoenix Indian School, Stewart, Sherman and Phoenix Union High School.

Results showed that Phoenix Indian School students had the most positive attitudes in all areas with the exception of self-concept.

Galloway, C. and Michelson, Norma. "Changes in Personal-Social Distance of Teachers of Indian Children" American Journal of Ortho-Psychiatry. Volume 40, July 1970, pp. 681-683

The generalized ideas that increasing information about and acquaintance with minority groups liberalizes attitudes was not

supported by the data from this study. The conclusion was that liberalization of attitudes occur at an intellectual level but not at a close personal social level.

Graham, Patrick E. and Taylor, Judson H. "Reservations and Tribal Customs, History and Language" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 8, Number 3, May 1969, pp. 19-26

This article reports findings on a survey of responses of Indian Upward Bound students regarding reservations, tribal customs, history and language. The students surveyed represent a particular segment of their generation since most of them attended BIA, private-off-reservation or public schools. Conclusions drawn from the survey illustrate that many elements of Indian heritage are still influential in their lives and that they have no close identity with their more traditional parents but that their heritage is pervasive enough to prevent them from fully conforming with the predominant culture.

Harkins, Arthur M. "Chippewa Children at the Primary Level" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 8, Number 1, October 1968, pp. 17-25

Reactions of reservation village Indian and off-reservation bordertown white children to operations of four public elementary schools, staffed by white teachers, were evaluated. The Indian child's absence of criticism toward the school was explained as a general insularity resulting from contact problems taught and learned in the accomodative bicultural classroom.

Havighurst, Robert J. The Education of Indian Children and Youth--Summary Report and Recommendations. U. S. Office of Education Series, Volume 4, Number 6, December 1970

This three year study covered Indian students in grades 1 through 12 in 39 public, private and federal government school systems in 14 states. Psychological questionnaires to measure self-esteem and attitudes toward the future, the school, the Indian and white culture were administered to two thousand Indian youth, ages 8 to 20.

Findings on self-esteem showed Indians scored at about the same level as non-Indians of similar socio-economic status and that they had favorable attitudes toward school, teachers and the white man's way of life. The findings also showed that Indian self-esteem was not related to school performance as they see themselves as part of an Indian culture and look upon schools as a part of white man's culture.

Kleinfeld, J. S. "Sources of Parental Ambivalence Toward Education in an Aleut Community" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 2, January 1971, pp. 8-14

Parents in this Aleut village felt if their children received a good education they would use it as a means of mobility into white society where jobs existed. Therefore, many prevented their children from obtaining an education in hopes of keeping them in the community.

The modern Alaska native movement supports a way to resolve this crisis.

One Feather, Vivian. The Change in Self-Image of Oglala Sioux Ninth Grade Students Through the Development and Testing of an Indian Culture Curriculum. National Center for Educational Research and Development, Washington, D. C., July 1972, 75 pp.

The purpose of this study was to improve the self-image of ninth grade Oglala Sioux students through presenting them with factual knowledge about their own history and culture as prepared by the Oglala people. Evaluation was based on pre-testing and post-testing the ninth graders with comparative analysis with ninth grade students in a control group. Results of the methods used with the experimental group suggest improved attitudes toward school while those of the control group remained essentially the same and then appeared to be a growing negativism toward white people by the control group.

Patch, Kenneth. "Leadership Training Program at Phoenix Indian High School" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 3, January 1971, pp. 14-17

Because cultural value systems of some students restrained them from seeking out leadership roles or because they were pressured by peers for trying to be "too good," or becuase they were just shy, student leadership was an area of great concern at the Phoenix Indian High School. This article discusses the program that was set up to tackle this problem.

Pecoraro, J. "The Effect of a Series of Special Lessons on Indian History and Culture Upon the Attitudes of Indian and Non-Indian Students" Journal of Education. Volume 15, Number 4, February 1972, pp. 70-78

This experiment attempted to improve the self-image of Indian children by exposing them to special lessons. The control group was composed of one Indian and one non-Indian school. The group received pre and post testing, but no exposure to special lessons.

The experimental group consisted of one Indian and one non-Indian school, received the pre and post testing and in addition were exposed to special lessons.

The study revealed that special lessons had positive effect on attitudes of both Indian and non-Indian children, but that the Indian children improved more in self-image.

Methods used in the study could readily be applied to adult Indians and other minorities with possible change in attitude.

Ridley, J. R. "A Plan for National Unity of Native Americans" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona. Volume 10, Number 1, October 1970, pp. 10-19

The desire for unity among native Americans is strong, but not strong enough to initiate follow-through. Ridley discusses reasons for the lack of action and a logical and reasonable approach to a unity movement.

Sheps, Efraim. "Indian Youth's Attitudes Toward Non-Indian Patterns of Life" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 9, Number 2, January 1970, pp. 19-27

It might be expected that the backgrounds of Indian students would affect their attitudes toward the new culture (the boarding schools). If it is assumed the background is not an important factor; it might be expected that an Indian is an Indian regardless of where he comes from. This study tested the hypothesis that the pressure of a new environment would unite adolescences against foreign ways so that their attitudes toward non-Indian society would be similar. Findings revealed that Indians, regardless of origin, tend to react similarly. Results also indicated that the majority of Indians accepted non-Indian attitudes which could mean that the values did not differ drastically from accepted Indian values or that the Indian students tend to accept the society they now live in.

Wax, Rosalie and Thomas, Robert K. "American Indians and White People" Indian Education. 1971

This paper discusses at length differences in Indian values and behavior from the dominant white culture. Discussion centers around such values as non-interference and implications for cultural differences in school achievement.

COMMUNITY

Brockmann, C. Thomas. "Social Class and Educational Level on the Flathead Reservation" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 1, October 1970, pp. 23-31

The Indians of the Flathead Reservation of western Montana are divided into four social classes which have many differences between them on a variety of economic and social variables. With the exception of class IV, education is not one of the variables that correlates with social class. This is due to the fact that most employment opportunities on the reservation are open to anyone with only a few years of formal education. This lack of pressure to stay in school is coupled with discrimination from the larger society and influences a negative feeling toward self.

Dahlberg, Henry. "Community and School Service" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 7, Number 3, May 1968, pp. 15-19

This is truly a school of, for and by the people. It is a reflection of the community where all the needs of living and learning converge and in Navajo style.

Foster, Ashley. "Home Environment and Performance in School" School and Society. Volume 100, April 1972, pp. 236-237

The position of this study was that there is a relationship between the physical status of an individual's home and the performance of his children in school. Homes on an Indian reservation in Oregon were rated according to an objective check list. Findings showed children who drop out of school do not come from homes significantly different from non-drop outs; the number of persons in the home bears little relationship to performance in school or rating of home; there is a relationship between condition of the home and performance in school.

Hofdahl, G. "Is Self-Determination an Answer to Problems of American Indians?" Delta Kappa Gamma Bulletin. Volume 31, Winter 1971, pp. 54-60

Miss Hofdahl discusses the distortion and stereotypes of the American Indian as portrayed by motion pictures, literature and text books. She outlines steps leading to constructive action and support of Indian leaders in their efforts to improve the lives of their people.

Kleinfeld, J. S. "Regionalism in Indian Community Control" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 3, May 1972, pp. 7-14

Indian control of Indian children's education has been experimented with for some time. Exploring reasons for the failure of some Indian school boards suggest certain conditions which may be necessary for effective Indian control. This article suggests that a regional rather than a local definition of community may increase the success of Indian school boards in improving the educational system.

Kleinfeld, J. S. "Sources of Parental Ambivalence Toward Education in an Aleut Community" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 12, Number 2, January 1971, pp. 8-14

Parents in this Aleut village felt if their children received a good education they would use it as a means of mobility into white society where jobs existed. Therefore, many prevented their children from obtaining an education in hopes of keeping them in the community.

The modern Alaska native movement supports a way to resolve this crisis.

Larson, Wayne L. A Comparative Analysis of Indian and Non-Indian Parents' Influence on Educational Aspirations, Expectations, Preferences and Behavior of Indian and Non-Indian High School Students in Four High Schools. Montana State University, Bozeman, Montana, October 1971, 66 pp.

The objective of this study was to determine what individuals most influenced students' educational aspirations, expectations and potential performance. Information was obtained from questionnaires. Findings showed that parents are perceived to have the most influence on students' school work and that siblings are next. Differences between Indian and non-Indian students are not as great as differences between low and high income students.

Wax, Murray L. "Formal Education in an American Indian Community" Social Problems. Volume 11, Number 4, Spring 1964, pp. 106+

After studying the education of the Sioux on the Pine Ridge Reservation, the researcher concluded that the most crucial problem was the lack of communication between the Sioux, their children and the teachers. More parental involvement in the schools was recommended.

CULTURE

Baker, M. "Values of Indians Become Necessary for Understanding" Delta Kappa Gamma Bulletin. Volume 37, Fall 1970, pp. 38-42

Mrs Baker offers information on the customs of the Cheyenne and Navajo. She describes their values and contrasts them to the dominant society.

Bayne, Stephen. "A Non-Answer to a Request for a Teacher's Guide to Indian Children" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 2, January 1971, pp. 29-33

Bayne writes from personal experience about his own interactions with Indian people. He describes many of their commonalities which are truly admirable.

Boyer, L. Bryce, M.D. "Psychoanalytic Insights in Working With Ethnic Minorities" Social Casework. November 1964

The purpose of this six year study was to delineate how the social structure, the child-rearing patterns and the personality organization of the Apache Indians, of the Mescalero Reservation, interacted.

Evans, Eleanor. "Alaskan Travels for Head Start" Childhood Education. Volume 44, Number 6, pp. 376-380

Miss Evans, early childhood education consultant, University of Washington, Seattle, writes of Athabascan Indian customs with which she became acquainted during her Head Start tour of duty in Alaska.

Haley, Bill. "Cross Over the Bridge" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 2, January 1971, pp. 1-3

Haley discusses an attempt to motivate ten promising Indian high school girls to go on to college. They received special training and experience and a taste of college life. The author points out stumbling blocks that prevent Indians from taking the necessary action to move into a different culture.

Hobart, Charles W. "Some Consequences of Residential Schooling" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 7, Number 2, January 1968, pp. 7-17

This article describes the consequences of a program for rapid acculturation devised for the education of Eskimo children in the Canadian Arctic. Data was gathered through interviews and observations during four-and-a-half months spent on location. Physiological, social psychological, "moral" and cultural changes in Nunamiut and Kabloonamiut children as a result of their attendance at a residential school were considered.

Kersey, Harry A. and Justin, Neal E. "Big Cypress Seminoles Receive Three-Phase Program" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 1, October 1970, pp. 20-23

Concern with the erratic attendance, low achievement and alienation toward school of Seminole children on the Big Cypress Reservation led to an investigation of causes. It was established through various testing programs that these children possessed a normal range of mental and physical capabilities. The research team discovered that the problem lay within the realm of socio-cultural factors and a three-phase program to bridge the gap between the school and the Indian community was set into operation. At the writing of the article the program was too new to report results.

Kleinfeld, J. S. Some Instructional Strategies for the Cross-Cultural Classroom. Alaska State Department of Education, Juneau, Alaska, August 1971, 24 pp.

Based on questionnaire data return from teachers in small village schools in Alaska, this paper describes instructional strategies for new teachers entering the Alaskan cross-cultural community classroom. The paper also suggests how the instructional methods harmonize with village students' learning styles in regard to (1) personalism, (2) competitiveness, (3) joking, (4) project-reward work, (5) observation, (6) experience and (7) parental involvement.

Krausen, Roland. "Indians Fight to Retain Cultural Identity" Times Educational Supplement. Volume 3001, Number 12, December 1972

This article describes the results of coercive assimilation of Indians during the Eisenhower administration and how Indians since 1969 have been putting pressure on educational institutions in order to rebuild their cultural identity.

Lopez, Thomas R., Jr. New Mexico and Cultural Pluralism. Department of Foundations of Education, University of Toledo, Toledo, Ohio, 1971, 17 pp.

In this paper, cultural pluralism as it exists in New Mexico is discussed in great detail. Most citizens in New Mexico are either Anglo-American, Spanish American or Indian and Spanish and English are the official languages of the state. Therefore, the Spanish American culture is discussed in greater detail than the other cultures.

Patterson, Harold L. A Comparison of the Experiences of Indians and Negroes in American Society. August 1968, 74 pp.

This paper presents a comparison of the experiences of American Indians and Negroes in the American society. The premise of this paper is that Negroes and American Indians have different backgrounds, cultures, aspirations and philosophies of life and that neither have been assimilated by the American society. Results of their problems are similar, but cures are not. The paper discusses the roles of the Negro and Indian in American society, the differences between their goals and problems and suggestions for improvement of white relationships with Indians.

Peterson, Kirk D. "Some Steps for a Beginning Teacher of Navajo Students" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 2, January 1971, pp. 21-28

The author discusses some of the value differences between the Navajo and Anglo culture, shares his solutions for teaching the Navajo and gives the beginning teacher help toward bridging the cultural gap.

Price, John A. Cultural Divergence Related to Urban Proximity on American Indian. Minnesota University, Minneapolis, Minnesota, August 1971, 31 pp.

Many reservations in Canada or the United States have diverged in recent times. Those reservations in close proximity to urban areas have diverged most. Tribalism has become less important and urban adaptation has become more important. Reservations distant from cities tend to be abandoned, to act as retirement communities or to be a place for low-cost living or welfare dependency. Reservations close to cities tend to be commuting areas and these reservations are characterized by population increase and a new sophistication in working with modern bureaucratic politics.

Ritzenthaler, Robert E. "Cultural Involution" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 3, May 1972, pp. 20-22

This article discusses the effect of cultural involution which slows down the loss of traditional culture.

Strickland, Rennard. "The Idea of Environment and the Ideal of the Indian" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 1, October 1970, pp. 8-14

Dr. Strickland feels we can learn from the Indian as a part of our study of man and his environment. We must have a new vision of life, a proper ordering of our expectations of science and a partnership with nature, if mankind is to survive.

Van Wie, Ethel K. "Understanding of Indian Life Leads to Mutual Respect" The Delta Kappa Gamma Bulletin. Volume 38, Number 2, Winter 1972, pp. 45-48

The early educational goal was to suppress the Indian culture and replace it with the white man's. This way the Indian would be quickly assimilated. But resistance was encountered.

The present educational goal is to learn the Indian way of life, to help the Indian understand the white culture in which he might make a living and then let him make his own choice.

This article was written for teachers and distinguishes between Indian moods, life styles and philosophies and that of non-Indians.

Wax, R. and Thomas, R. "American Indians and White People" Phylon. Volume 22, Number 4, 1961, pp. 305-317

Behavior labeled "apathy" by the non-Indian is actually a widespread and traditional reluctance on the part of Indians to interfere in the affairs of others, including their own children. The authors point out that from early childhood the Indian is trained "to regard noninterference in interpersonal relations as decent or normal."

CURRICULUM

Bayne, Stephen. "Culture Materials in Schools, Programs for Indian Students" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 9, Number 1, October 1969, pp. 1-6

The belief that including Indian culture into the curriculum of schools for Indian children will somehow preserve the native

culture and values or will enable Indian children to integrate into their lives the "best of both worlds," is not justified according to the author. He believes the form of an educational system as well as the content is important in perpetuating the values of the culture. Perpetuation of American Indian culture and lifeways is best done by the Indian communities, according to Bayne.

Brilhart, Barbara. "Oral Communication for the Indian Student" English Journal. Volume 60, Number 5, May 1971, pp. 629-632

The educational system has not met the needs of the Indian student as is evident by a study of the statistics.

Brilhart discusses the role of the English teacher and her use of concepts and activities relevant in meeting the needs of the Indian student.

Conklin, Paul. "Good Day at Rough Rock" American Education. Volume 3, Number 2, February 1967, pp. 204-215

Many significant aspects of this demonstration school are described. Of great importance is the total community involvement in the school's activities and the role played by the all-Navajo school board, the institution's policy making and controlling body.

Conn, Stephen. "Bilingual Legal Education" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 12, Number 3, January 1973, pp. 3-10

Ramah Navajo High School plans to initiate a legal education program which will prepare the Navajo student for the uniquely pluralistic legal environment in which he resides.

Dumont, Robert V., Jr. "Cherokee Children and the Teacher" Social Education. Volume 33, Number 1, January 1969, pp. 70-72

Dumont believes much of the dilemmas and problems in teaching Indian children involve the style and methods used rather than concentration on subject content and materials. His central theme revolves around the cultural difference between Cherokee pupils and their teacher.

Fearn, Leif. "Social Studies Offering" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 8, Number 1, October 1968, pp. 7-12

Fearn suggests a way to make social studies courses significant and relevant to Indian children and at the same time satisfy the traditional structural organization of the social studies program.

Fox, Sandra J. Impact Analysis of an American Indian Literature Course on the Self-Image of Senior High School American Indian Students. Master's Thesis, Pennsylvania State University, University Park, Pennsylvania, July 1971

The results of a survey of 13 high school seniors of the Cheyenne River Sioux Tribe are analyzed in this 1971 study designed to test the impact of an American Indian Literature course offered at Cheyenne-Eagle Butte High School. Results of a questionnaire given before and after a literature course showed: students read more when materials concerned Indians; students did not learn to enjoy reading more; students realized the value of "reading to learn"; and students learned about their culture and heritage from the course.

Galloway, C. and Mickelson, N. "Modification of Behavior Patterns of Indian Children" Elementary School Journal. Volume 72, Number 3, December 1971, pp. 150-155

Three groups of Indian children were entered into a four week summer program. The enrollees demonstrated passive resistance to adults, withdrawal in the face of threats and favored peer orientation.

Objectives of the study were to modify behavior patterns so as to increase success in school.

Positive reinforcements were given for desirable behavior in such a way that the child would become increasingly self-reinforcing. The program ran for four weeks and available data was not sufficient to indicate whether lasting change was achieved in the children's behavior patterns.

Hertzberg, Hazel. "Issues in Teaching About American Indians" Social Education. Volume 36, Number 5, May 1972, pp. 481-485

Ms. Hertzberg discusses the present interest in including the study of American Indians in the social studies curriculum and points out some of the problems of which the teacher should be aware.

Holland, R. Fount. "School in Cherokee and English" Elementary School Journal. Volume 72, Number 8, May 1972, pp. 412-418

The Cherokee Bilingual Education Center created in 1969 by Northeastern State College at Tahlequah, Oklahoma was established to help public schools develop improved techniques for teaching Cherokee speaking pupils to speak English. Holland discusses the various methods. Results of the program have been positive.

Jacobson, Daniel. "Teaching About the American Indian in the Secondary School: A Content and Inquiry Model" Social Education. Volume 36, Number 5, pp. 501-511

It is a rare student or teacher who has the opportunity to study the Indian in the field. Few educators of Indians are familiar with the Indian way of life. This article offers one method of transcending the student's and teacher's limited experiences.

The method advanced involves delving into Indian origins by tracing the evolution and divergence of the Indian cultures, by considering the devastations induced by cultural change and by learning something of the lifeway of the present-day Indian.

Although the method was applied in a social studies class it would be applicable in other subjects as well.

Klitza, Frank. "Informal Teaching Techniques" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 12, Number 1, October 1972, pp. 12-15

Klitza reports on a study carried out at Ryan Junior High with native students in the Rural Boarding Home Program (RBHP). The hypothesis was that native students from small villages perform better academically if they were in classes with teachers who used informal teaching methods. Students enrolled in core classes were in an environment which encouraged informal communication and interaction. Students in these classes made more academic progress than students who did not have the benefits of such classes.

Papano, Jules and Regan, T. F. "The Place of Indian Culture in Adult Education" Adult Leadership. Volume 20, Number 53, June 1971

The authors discuss the deplorable status of Indian education and suggest the need for a critical study of irrelevant materials in the curriculum.

Pecoraro, J. "The Effect of a Series of Special Lessons on Indian History and Culture upon the Attitudes of Indian and Non-Indian Students" Journal of Education. Volume 15, Number 4, February 1972, pp. 70-78

This experiment attempted to improve the self-image of Indian children by exposing them to special lessons. The control group was composed of one Indian and one non-Indian school. The group received pre and post testing but no exposure to special lessons. The experimental group consisted of one Indian and one non-Indian school, received the pre and post testing and in addition were exposed to special lessons.

The study revealed that special lessons had positive effect on attitudes of both Indian and non-Indian children, but that the Indian children improved more in self-image.

Methods used in the study could readily be applied to adult Indians and other minorities with possible change in attitude.

Snow, Albert J. "American Indian Ethno-Science" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 12, Number 1, October 1972, pp. 5-11

The science program at Many Farms focuses attention on the needs of the students and their community. This unique program incorporates the Navajo aspiration of being one in harmony with the environment. Ethno-science is considered an American Indian technology and is a blend of myth, the present and past life experience of the American Indian.

Spang, Alonzo. "Eight Problems in Indian Education" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 1, October 1970, pp. 1-4

The author categorizes eight factors which contribute to the problems of Indian education. Among problems discussed are irrelevant curriculum, lack of sufficient funds and instant Indian education experts.

Webster, Loraine. "Indian Studies with an Emphasis on Science" Science and Children. Volume 9, Number 6, pp. 11-13

Suggestions for introducing the Indian way of life into a science unit are enumerated. Included in the material is a study of the Plains Indians and their many contributions to various fields of knowledge.

EDUCATION

Alley, R. and Davison, R. "Educating the American Indian: A School Joins the Twentieth Century" Clearing House. Volume 46, Number 5, Fall 1972, pp. 347-351

The authors recount the sorrowful experiences of education on reservation and boarding schools for the American Indian. They also describe the renewal movement of one such school.

"Annual Indian Education Conference Covers Variety of Topics and Tools" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 9, Number 3, May 1970, pp. 24-27

The Eleventh Annual Indian Education Conference held on the Arizona State University campus was the topic of this article. The

theme of the conference is indicated in the title of the article. Other topics covered in workshop sessions included finding agencies of assistance to Indian tribes, student motivation, Head Start programs, bilingual education and local control of schools.

Antes, John M. "A Supportive Learning Environment" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 2, January 1972, pp. 5-12

The subjects in this study were Indian, White and Afro-American fifth and sixth graders from culturally diverse backgrounds.

The hypothesis tested was that educational and occupational aspirations of children can be raised through exposure to an educational and social environment more accepting and more rewarding than environments in which they live.

The study supported the hypothesis. Raising aspirations involved a raise in self-esteem which allowed the children to experience success and pleasure in learning.

Armstrong, Robert L. "A Comparison of Student Activity Involvement" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 9, Number 2, January 1970, pp. 10-15

The Student Activities Evaluation Instrument was administered to Phoenix Indian High School and to three public high schools in the Phoenix metropolitan area. The purpose was to make comparisons in the pattern of participation in student activities between Indian students and public school students. Findings of the study indicated that a larger proportion of Phoenix Indian High School students were involved in student activities and hobby-recreational activities than were public school students, that they evidenced more realistic relationships between their self-involvement and their perception of the value of the activities and that classroom success had little influence on their choice of becoming involved in activities.

Begaye, Melvin. "Civilizing An Indian" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 3, January 1971, pp. 10-13

This story was written by a Navajo student at Navajo Methodist Mission School in Farmington, New Mexico. Although it is fiction, it deals with problems teachers might well be faced with in the classroom.

Benham, William, Jr. "Older Programs in Navajo Area Progressing, New Ones Promising" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 1, October 1971, pp. 11-15

This article reports on the progress made in Navajo Education during the 1970-1971 school year. Great strides were made in the bicultural and bilingual programs and increased participation by Navajo parents in the school program was evident.

Bennett, Robert. Indian Education and Reservation Economic Development. A Position Paper. Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, May 1970, pp. 1-11

This paper places resistance to educational and economic development in American Indian communities as due to the direct result of Indian cultural attitudes and values. The author believes that the Indian must undertake research of a self-analytical nature in these two areas. Only in this way will there be understanding between Indian and non-Indian contemporaries. Only with this understanding will programs be developed which will inspire Indians to a place of their own seeking and choice in America's economic society.

Bennett, Robert L. "Our Schools and the Forgotten Americans" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 8, Number 1, October 1968, pp. 1-6

Robert Bennett, Commissioner of Indian Affairs relates the lag in the innovations in Indian education of the 1930's to shortages in the Federal budget.

Bodner, Bruce. "Indian Education: Tool of Cultural Politics" The National Elementary Principal. Volume 50, Number 6, May 1971, pp. 20-30

Indian education is traced within the historical framework in which it has developed. Cultural politics or the domination of one culture over another underlies all existing relationships between the Indian and the government and education has become the major instrument in the effort at total conquest.

The author reviews the findings of the Senate Subcommittee on Indian Education, 1969 and the disasterous results of past and present educational policies.

Brewton, Berry. The Education of American Indians: A Survey of the Literature. U. S. Department of Health, Education and Welfare, Office of Education Bureau of Research, Washington, D. C., 1968

This survey is concerned with the educational status of the Indian. It is comprehensive and is designed as an aid to graduate students who are doing research on Indian education.

Bryde, John. "A Rationale for Indian Education" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 8, Number 2, January 1969, pp. 11-14

Goals and cultural needs fulfillment in a cross-cultural education should be primarily in the context and norms of the culture being educated and not in the dominant culture that is doing the educating. In Indian education, the student should be educated first to his own value system so that he can understand his behavior within his own cultural context and then within the larger society.

Cole, M. "Cultural Differences and Inferences About Psychological Processes" American Psychologist. Volume 26, Number 10, October 1971, pp. 867-876

Recognizing the educational difficulties of Indian children as due to cultural differences rather than a special kind of "intellectual disease" and getting the child to transfer skills he already possesses to the task at hand are necessary if the teacher is to be successful in helping Indian children to learn.

"A Commitment to Leadership" Report on All-Indian Upward Bound Project At Arizona State University. Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 1, October 1970, pp. 5-7

The AIUB program at Arizona State University gave young Indians an incentive to adapt into a complex world. The program included core courses and elective courses and the leadership theme prevailed. The project served 160 high school age Indian students, more than half of whom have gone on to college.

Conklin, Paul. "Good Day at Rough Rock" American Education. Volume 3, Number 2, February 1967, pp. 204-215

Many significant aspects of this demonstration school are described. Of great importance is the total community involvement in the school's activities and the role played by the all-Navajo school board, the institution's policy making and controlling body.

Cook, Ruth. "Indian Culture Versus Value Positions" The Delta Kappa Gamma Bulletin. Volume 36, Number 2, Winter 1970, pp. 49-51

In this article Dr. Cook dispels some of the existing theories about Indians and points out that much of the literature on Indian education is based on opinion rather than scientific fact. Because of this, Indian education has long been easy prey to manipulation by individuals intent on advancing their own ideas.

Coombs, Madison. "The Indian Student is Not Low Man on the Totem Pole" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 9, Number 3, May 1970, pp. 1-14

The author defends Indian education. He feels much of the literature is negative in order to secure institutional change. He believes such denigration of Indian education accomplishment results in a destructive way to Indian morale and stresses the importance of crediting the Indian people with the ability to progress.

Cooper, James G. Needed Research in Principles of Learning (As Applied to Indian Education). Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, May 1970, 7 pp.

This paper called attention to needed research in the application of principles of learning to American Indian education. The matter of suitable rewards was examined and five areas of needed research were identified. Concept formation was felt to be the heart of language learning, and three kinds of research problems in terms of concept formation were examined. The existence of communication problems between Indian pupils and their parents was faced as was the area of teacher reeducation.

de Montigny, Lionel H. Health Factors Influencing Education of American Indians. A Position Paper. Southwestern Cooperative Educational Laboratory, Albuquerque, New Mexico, April 1970, 12 pp.

Health problems facing the American Indian school child emphasized that health, culture, education, and economics are mutually interdependent and must be evaluated and planned for jointly. Specific health problems discussed include general health, nutrition, fever and chronic illness, hearing, sight, and mental health. Recommendations were that health conditions be evaluated on a community-wide basis; that family-oriented nutrition surveys be done to evaluate nutritional status of Indian communities; that medical histories of each child be evaluated as each preschool or school-age child be given a complete medical examination; that hearing problems be detected as early as possible; that vision be

evaluated; and that mental health programs be planned in a comprehensive fashion by treating not only the individual, but the social environment from which he comes.

Dodge, M. T. "Should Values Be Taught in the Classroom?" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 2, January 1972, pp. 15-17

The author presents her personal view regarding the teaching of values in the classroom by a non-Indian teacher to Indian children. She concludes that the educator is constantly teaching values in the classroom. Therefore, she must keep in mind the fact that an Indian child is first a child with individual differences and secondly, he is an Indian with cultural differences.

Doherty, Mathew. "Indian Education, Toward a Better Tomorrow" New York State Education. Volume 58, Number 6, April 1971, pp. 16-17

An awareness of the extreme poverty suffered by New York State Indians led to an investigation of the educational system, particularly upon school districts near reservations. Recommendations involved initiating courses in Indian culture and language, special certification for individuals having expertise but not proven academic credentials, more qualified teachers and texts that treat the Indian in school texts objectively.

Edington, Everett D. "Academic Achievement" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 8, Number 3, May 1969, pp. 10-15

Edington comments on studies that point out the fact that our educational programs are not preparing Indian students to take their place in the economy of our nation.

Fearn, Leif. "The Education of Indian Children: Reflections" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 7, Number 1, October 1967, pp. 27-31

Fearn's thought provoking article deals with the limitations inherent in the education program designed for Indians.

Fischer, George and Mondal, Walter. "Indian Education: A National Disgrace" Today's Education. Volume 59, Number 3, March 1970, pp. 24-27

A dialogue between N.E.A. President, George Fischer, and Walter Mondal, U. S. Senator from Minnesota, in which they discuss the educational status of the American Indian is covered in this article.

Gill, George A. "Upward Bound's All-Indian Students Fulfill Promise" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 8, Number 2, January 1968, pp. 6-9

This article focuses on the primary objectives of the Upward Bound project started in 1967 on the Arizona State University campus. That the program has been successful in fulfilling its goals is apparent by a study of the results.

Gregory, Jack and Strickland, Rennard. "You Didn't Have to Know English to Understand Funny Books" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 2, January 1972, pp. 1-4

The authors share two chapters of their unpublished book with the reader. The narrative is a poignant reminder of the human aspects of Indian education.

Harris, Ladonna. "Indian Education in New York State--Hope for the Future" New York State Education. Volume 58, Number 6, April 1971, pp. 18-21

A.I.O., a national, non-profit Indian organization, known as Americans for Indian Opportunity, is discussed at some length. A.I.O. assists American Indians, Eskimos and Aleuts in everything from establishing self-help programs to informing the general public on the achievements and needs of native Americans today. This article concerns itself with A.I.O. in New York State and its focus on Indian education.

"The Havighurst National Study" Report on a Report. Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 3, May 1971, pp. 26-27

The article briefly highlights important areas of the Havighurst report and welcomes it as a needed addition to the Indian education bookshelf.

Havighurst, Robert. "Curriculum for the Disadvantaged" Phi Delta Kappan. Volume 51, Number 7, March 1970, pp. 371-373

Havighurst sees the solutions to the problem of disadvantaged young people lying largely in social developments during the 70's which should reduce the need for special education for the culturally disadvantaged. His solution involves increased income, higher educational level of parents, widespread acceptance of pre-school education, better methods in primary grades, decreasing racial and

economic segregation, and decreasing gap in life styles between middle class and disadvantaged people.

"Health Career Opportunities for American Indians" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 12, Number 2, January 1973, pp. 1-2

This article directs attention to the numerous opportunities available to Indians in the professional health area.

Hofdahl, Grayes. "Is Self-Determination an Answer to Problems of American Indians?" Delta Kappa Gamma Bulletin. Volume 37, pp. 54-60

Our handling of Indian affairs has resulted in hopelessness and despair on the part of Indians rather than their assimilation which was our original intent.

In business enterprises where the Indian determined policy according to his life-style, financial success has been realized.

Hofer, Barbara. "Still a Losing Battle" American Education. Volume 5, Number 8, June and July 1969, backcover

Hofer discusses Brewton's extensive review of some 1,500 pieces of literature concerning the education of the American Indian.

Indian Education: A National Tragedy--A National Challenge. Special Subcommittee on Indian Education. U. S. Government Printing Office, Washington, D. C., 91st Congress, 1969

This report evaluates the present conditions of Indian education and offers recommendations and efforts at reform.

Conclusions are that national policies for educating American Indians are a failure.

Jacobson, Daniel. "Teaching About the American Indian in the Secondary School: A Content and Inquiry Model" Social Education. Volume 36, Number 5, pp. 501-511

It is a rare student or teacher who has the opportunity to study the Indian in the field. Few educators of Indians are familiar with the Indian way of life. This article offers one method of transcending the student's and teacher's limited experiences.

The method advanced involves delving into Indian origins by tracing the evolution and divergence of the Indian cultures, by considering the devastations induced by cultural change and by learning something of the lifeway of the present-day Indian.

Although the method was applied in a social studies class, it would be applicable in other subjects as well.

Kaltsounis, Theodore. "The Need to Indianize Indian Schools" Phi Delta Kappan. Volume 53, Number 5, pp. 291-293

The author clarifies some of the problems related to the education of Indian children and offers broad suggestions for immediate action.

Kersey, Harry A., Jr. "Concerning Indian Education" The Educational Forum. Volume 36, Number 4, pp. 473-477

The author defines the educator's role is that of a facilitator supplying the expertise required to equip Indians with schooling that will enable them to face the future with confidence.

Kersey, H., Jr. and Greene, H. R. "Educational Achievement Among Three Florida Seminole Reservations" School and Society. Volume 100, Number 2338, January 1972, pp. 25-28

This study identified the educational strengths and weaknesses of three groups of Seminole Indian children in Florida. The study showed that all three groups fell below the national norms on achievement tests; that the achievement of Indian children correlated closely with the acculturational level of their reservation group and that the extent to which the people entered into the life of the school and community beyond the reservation had great impact on the self-image and the educational development of the children.

Laird, David B., Jr. De-Indianizing the American Indian: An Essay on the Education of the American Indian. September 1970, 51 pp.

Included in this essay is a historical review of Federal policy and practice in Indian education from 1500 to 1970. Three periods are examined: the Missionary period, the treaty period and the third period, which found the solution to education in assimilation.

Leitka, Gene. "Search for Identity Creates Problems for Indian Students" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 1, October 1971, pp. 7-10

Leitka questions the absolute authority that some school officials have been exercising in regard to students' personal appearance.

Lenarcic, R. J. "The Forgotten American--Remembered" New York Education. Volume 58, Number 6, April 1971, pp. 22-23

This article discussed a unique course on the history of the American Indian. Lectures, research, direct experience in meeting and talking with American Indians on a reservation resulted in students assisting Indian youth to continue their education, assist in their housing and provide them with financial aid.

MacLean, Hope. A Review of Indian Education in North America. Ontario Teachers' Federation, 1260 Bay Street, Toronto 185, Toronto, Ontario

Formal and informal educational programs designed for American Indians in the United States and Canada between 1965-1971 were studied in order to learn which programs were successful. The purpose of the study was to provide information for teachers of Indian students and to find a basic philosophy which leads to success or failure in Indian Education.

Meyer, D. Eugene. "We Continue to Massacre the Education of the American Indian" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 2, January 1972, pp. 18-25

This article briefly surveys Indian education from the 1700's to the present time. It points to educational policy which aims to weaken tribal organization, destroy a culture and force assimilation. The author also describes five areas of concern in Indian education.

Miller, Ethelyn. "American Indian Children in Merging Cultures" Childhood Education. Volume 44, Number 8, April 1968, pp. 494-500

The author compares the tribal method of educating Indian children with the institutionalized method. She points out that the teacher has a responsibility to help the Indian child understand and adjust to new ways of life, to merge his own cultural system and the one he is moving into, into one value system that will enable him to apply what he learns to solve his problems.

"The NEA Resolution on American Indian Education" Science and Children. Volume 9, Number 6, March 1972, p. 20

In 1971 the NEA passed a resolution on American Indian Education which recognized the diversity and complexity of Indian children's needs and supported direct involvement of parents, tribal leaders and other Indian groups involved in preserving Indian culture.

Owens, Charles and Bass, Willard. The American High School Dropout in the Southwest. Southwestern Cooperative Laboratory, Albuquerque, New Mexico, January 1969, 43 pp.

American Indian students who were enrolled in the eighth grade in the 1962-1963 school year in a six state area of the Southwest were studied through 1967 to determine the percentages of high school dropouts and graduates from public, private, and Bureau of Indian Affairs schools. Of the sample of 1,217, dropout levels were not identified for nine students. The overall dropout rates were determined by sex for the six different states and for different Indian tribes having 25 or more students in the study.

Payne, June. "Candid Comments on Bureaucratic Education" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona. Volume 11, Number 3, May 1972, pp. 15-19

"Self-determination--Individual Responsibility" was the theme of the Thirteenth Annual Indian Education Conference held March 17-18 at Arizona State University, Tempe. Specific questions about B.I.A. educational policy were asked during the two-day period.

Pfeiffer, Anita (Mrs.). "Educational Innovation" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 7, Number 3, May 1968, pp. 24-31

Mrs. Pfeiffer outlines the academic program at Rough Rock and offers a brief sketch of the home and school background of the children.

Poehlman, C. N. and others. The Problem of Aiding Today's Indian Teen-Age Student to be Prepared for Tomorrow. Nevada State Department of Education, Carson City, Nevada, 1964, 7 pp.

This paper discusses problems involved with teaching Indian students in public schools. These problems arise from the students' limited use of the English language and from the differences between each of the Indian cultures, as well as between Indian cultures and American culture. Methods for teaching these students are also suggested.

"Preschool Program for Handicapped Indian Children" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 3, May 1971, pp. 1-2

This article describes a preschool program for handicapped Indian children in the Tucson area which is being developed by the University of Arizona.

Redbird-Salem, H. M. and Salem, L. B. "Cultural Conflicts in the Classroom" Social Education. Volume 36, May 1972, pp. 512-519

Little has been done in the structured education of teachers to add to their understanding of the socially, racially and culturally different. Teachers must be aware of the multi-dimensions of those they teach. This article deals with the American Indian and points out considerations for teaching the culturally different.

Roessel, Robert A., Jr. "A Light in the Night" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 3, May 1972, pp. 26-29

Dr. Roessel describes the origins of the Navajo Community College, plans for its future, the philosophy and objectives of the college. The college is a symbol of what can be accomplished when people work together.

Roessel, Robert A., Jr. "An Overview of the Rough Rock Demonstration School" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 7, Number 3, May 1968, pp. 1-14

Origins, policies and future of the Rough Rock Demonstration School are discussed by Roessel.

Roessel, Robert A., Jr. "The Right to be Wrong and the Right to be Right" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 7, Number 2, January 1968, pp. 1-6

Roessel defends the right of choice and directs his thoughts to the area of Indian education, specifically toward the Rough Rock School where the people of the community are taking their new-found right seriously through self-involvement.

Roessel, Robert A., Jr. and Lee, Nicholas. Indian Education Workshops: Part I - Education of Indian Adults and Part II - Community Development in Indian Education. Center for Indian Education, College of Education, Arizona State University, Tempe, Arizona, 1962, 329 pp.

Topics covered in these volumes include adult education through parent-teacher conferences, adult education plans for specific tribes or villages, community development programs such as preschool and elementary education, teenage activities, health, education, literacy programs and the economy of several Indian tribes.

Roessel, Ruth (Mrs.). "Dormitory Living at Rough Rock" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 7, Number 3, May 1968, pp. 32-35

Because of the absence of all-weather roads on the Navajo Reservation, boarding schools are necessary. Rough Rock has originated and developed a dormitory parent program that surrounds the child with love rather than by an impersonal institutional setting. According to Mrs. Roessel, the major thrust here is to build a bridge between home and dormitory.

Schmieding, O. and Jensen, Shirley. "American Indian Students: Vocational Development and Vocational Tenacity" Vocational Guidance Quarterly. Volume 17, Number 2, December 19[illegible], pp. 120-123

The purpose of this study was to assess the effects of an occupations class on the vocational development and vocational tenacity of a group of American Indian students in a residential setting. A secondary objective was to compare vocational development and tenacity with a group of Caucasian students. Instruments used were the VDI and VTT. Results showed the Indian groups scored significantly lower in vocational tenacity and development than did the Caucasians. The occupational training unit had no significant effect on the students' measured vocational development.

Selinger, Alphonse D. The American Indian High School Dropout: The Magnitude of the Problem. Northwest Regional Educational Laboratory, Portland, Oregon, September 1968

The specific objectives of this study were to provide a statistical report of progress and dropouts of Indian students registered in grade 8 as of November 1962 to June 1967 by area, state, type of school, tribal group and the majority-minority position of Indian students in the schools in the six-state area of Oregon, Washington, Idaho, Montana and North and South Dakota.

"Technical Assistance Through ASU's ICAP" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 7, Number 1, October 1967, pp. 25-26

This article briefly sketched ASU's Indian Community Action Project for the fiscal year 1967. The main goal of the Project was to teach people to teach themselves.

Tunley, Roul. "Smooth Path at Rough Rock" American Education. Volume 7, Number 2, March 1970, pp. 15-20

This is an account of Rough Rock's accomplishments after four years in operation. An important concept at the school is Indian

control of education. Other tribes throughout the country, encouraged by Rough Rock's pioneering efforts, are attempting to set up similar institutions.

Walker, Deward E., Jr. "Problems of American Indian Education" Indian Education. Volume 5, May 1968, pp. 2002-2006

Walker vehemently attacks an educational system that does not prepare an individual to be productive and useful and destroys self-respect. He accuses the Indian education system of being destructive to the Indian and suggests remedial steps for overcoming past failures.

Wasson, Wilfred C. "Hinderance to Indian Education" Educational Leadership. Volume 28, Number 3, pp. 278-280

The author believes the educational system as it applies to the Indian is the greatest weapon ever used because it pays little attention to Indian culture. He points to the fact that Indians have resisted white ways and will continue to do so and that the only way to improve Indian education is to go to the Indians to gain knowledge needed to improve the educational system.

Wax, Murray L. "Formal Education in an American Indian Community" Social Problems. Volume 11, Number 4, Spring 1964, p. 106+

After studying the education of the Sioux on the Pine Ridge Reservation, the researcher concluded that the most crucial problem was the lack of communication between the Sioux, their children and the teachers. More parental involvement in the schools was recommended.

Welch, W. Bruce. "The American Indian (A Stifled Minority)" Journal of Negro Education. Volume 38, Number 3, Summer 1969, pp. 242-246

The gist of this article is that the Indian cannot return to idyllic ways of tribalism if he is to confront our complex world. Self-involvement, self-help, self-development and self-determination are needed in order to deal successfully with the realities of modern life.

Wilson, Jim. "Dormitory, Teacher Aides Are Big Help in South Dakota" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 9, Number 2, January 1970, pp. 3-9

Wilson reports on the positive effect teacher aides have had at this school in South Dakota. The aides serve a two-fold purpose:

helping the teachers with routine work and serving as substitute parents for the Indian children.

GUIDANCE AND COUNSELING

Allen, James, M. D. "The Indian Adolescent, Psychosocial Tasks of the Plains Indians of Western Oklahoma" American Journal of Orthopsychiatry. Volume 43, Number 3, April 1973, pp. 368-375

Adolescence is viewed as a time of psychosocial turmoil. For the native American Indian, this is a period of life that brings additional problems. It is a time when he moves from a nurtured environment among his own people into an alien culture, via the educational system, where he must find an identity somewhere between two worlds.

Armstrong, Robert L. and Holmes, Barbara. "Counseling for Socially Wtihdrawn Indian Girls" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 2, January 1971, pp. 4-7

An exploratory Pupil Personnel Services project was conducted by Arizona State University at Phoenix Indian High School in 1968-1969. The project included counseling, social work, psychometry, special education and student activities. Evaluation of results was essentially subjective and based on observation.

Bayne, Stephen and Bayne, Judith. "Motivating Navajo Children" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 8, Number 2, January 1969, pp. 1-10

The open-ended interviews used in this study were oriented about the theme of motivation difficulties in reservation schools. Factors that worked against motivation were discussed along with possible solutions for dealing with them.

Dlugokinski, Eric. "Review of an Old Stereotype" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 3, May 1972, pp. 23-25

Dlugokinski believes counseling and discipline must be two separate functions. If the two are not separate there is sure to be a communicational and therapeutic loss.

Harrington, Johns H. Handbook for Community Adult School Counselors. Los Angeles City Schools, California, 1971, 69 pp.

This handbook concerns the objectives, procedures, and limits of adult school counseling, and provides guidelines for counselors in a large school system. Some areas discussed are: administrative policies, interviews, testing, credit evaluations, records, citizenship, veteran, vocational and college counseling.

Kagen, S. and Madison, M. "Experimental Analysis of Cooperation and Competition of Anglo-American and Mexican-American Children" Developmental Psychology. Volume 6, 1972, pp. 49-59

Four experiments were conducted to analyze cooperative and competitive behavior of Anglo-American and Mexican rural children. Results of one experiment failed to support the hypothesis of a cultural difference in motivation and ability to cooperate. A second experiment showed both groups were strongly motivated to take a toy away from a peer when they could keep it for themselves. Experiment three showed Anglo-American children responded with more conflict to rivalrous intents and that Mexican children were more submissive. Experiment four revealed Mexican children avoided conflict more than American children.

Kennedy, T. J. "Crow-Northern Cheyenne Selected for Study" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 1, October 1971, pp. 27-31

Crow-Northern Cheyenne Indian college students and randomly selected non-Indian college students were administered the Sixteen Personality Factor Questionnaire test. The study found non-significant differences existed between the two groups and that the Indians were more homogeneous in their responses than non-Indian students.

McMahon, R., Hartz, J., and Pulvino, C. "The Counselor's Charge in the American Indians' Educational Dilemma" The School Counselor. Volume 20, Number 4, March 1973, pp. 270-274

The authors believe the socialization of the Indian to the dominant culture has been historically ineffective. If the goal of the school is to respond to the needs of the child and to increase the expression of competencies, it must respond to Indian cultural diversity. Suggestions are given for revamping goals in Indian education.

Ryan, Charles W. "Counseling the Culturally Encapsulated American Indian" The Vocational Guidance Quarterly. Volume 18, Number 2, December 1969, pp. 123-126

This article offers specific guidelines for members of the counseling profession who work with American Indians. Understanding the individual Indian culture, attitudes and child rearing practices are prerequisites if counseling and guidance programs are to be effective.

Spang, Alonzo T., Sr. "Understanding the Indian" The Personnel and Guidance Journal. Volume 50, Number 2, October 1971, pp. 97-102

Counseling efforts of non-Indians to help Indian youth and adults have failed miserably. Spang discusses reasons for such failure and suggests how failure can be transformed into a success that will begin to meet the needs and requirements of the people.

HISTORY

Blanche, Jerry D. "Ignoring It Won't Make It Go Away" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 12, Number 1, October 1972, pp. 1-3

Blanche asks for greater accuracy and scope in the treatment of Indians in American history books.

Frieson, John W. and Moseson, Linda. "The Plains Indians and Educational Theory" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 1, October 1971, pp. 19-26

This article concerns itself with an elucidation of the educational theory of the nineteenth-century North American Plains Indian cultures as they existed before significant contact occurred with European invaders.

Underhill, Ruth. "The Navajo Past, Present and Future" Delta Kappa Gamma Bulletin. Volume 37, Winter 1971, pp. 23-31

The Navajo is traced from his probable source of origins in Siberia to his present environments. His past and present achievements and problems are discussed from a pollyannistic viewpoint.

Vogel, Virgil. "The Indian in American History" Social Education. Volume 33, Number 2, February 1969, pp. 200-203

This article is an excerpt from a booklet, The Indian in American History. The booklet is a cornucopia of information for teachers seeking to show students the relevance of Indian life to American civilization. It also contains a useful bibliography.

LANGUAGE

Bebeau, Donald E. "Administration of a TOEFL Test to Sioux Indian High School Students" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 9, Number 1, October 1969, pp. 7-16

The English Department, University of South Dakota, initiated a program of research into the language problems unique to South Dakota's Indian student population. The results and conclusions are reported by Bebeau.

Bosmajian, Haig A. "Defining the 'American Indian': A Case Study in the Language Suppression" The Speech Teacher. Volume 22, Number 2, March 1973, pp. 89-99

There is a need for educators and scholars in the speech communication and language arts to make an effort to identify distorted and inhumane uses of language. Definitions of the "American Indian" into inferiors, savages and barbarians furnish a case study of the oppressive uses of language to defend and justify indefensible, inhumane treatment of human beings.

Brilhart, Barbara. "Oral Communication for the Indian Student" English Journal, Volume 60, Number 5, May 1971, pp. 629-632

The educational system has not met the needs of the Indian student as is evident by a study of the statistics.

Brilhart discusses the role of the English teacher and her use of concepts and activities relevant in meeting the needs of the Indian student.

"Creative Writing in BIA Schools: A New Project" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 8, Number 3, May 1969, pp. 27-29

The BIA is sponsoring a new project that seeks to encourage creative writing in the high schools administered for the Indians by the Bureau. Creative writing under the project departs from the traditional program in several significant ways.

Heneveld, Edward. "Shut Up, Teacher" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 3, May 1971, pp. 18-25

This unique workshop in cross-cultural communication was an experiment in role reversal with Indian students serving as teachers and educators becoming the students. It was successful in that educators did generate more empathy for the problems of Indian students.

Holland, R. Fount. "School in Cherokee and English" Elementary School Journal. Volume 72, Number 8, May 1972, pp. 412-418

The Cherokee Bilingual Education Center created in 1969 by Northeastern State College at Tahlequah, Oklahoma was established to help public schools develop improved techniques for teaching Cherokee speaking pupils to speak English. Holland discusses the various methods. Results of the program have been positive.

Lombardi, Thomas. "Psycholinguistic Abilities of Papago Indian School Children" Exceptional Children. Volume 36, Number 7, March 1970, pp. 485-494

The psycholinguistic abilities of Papago Indian school children were investigated in this study. The 1968 edition of the Illinois Test of Psycholinguistic Abilities was the instrument used. Data was analyzed and results indicated poorer performance of Indians who attended segregated reservation schools as compared to those who attended integrated public schools.

McKenzie, Taylor. "What the Navajo Nation Needs" Integrated Education. Volume 8, Number 2, July 1970, pp. 26-30

Taylor McKenzie, the first Navajo physician, discusses the need for Navajos to control Navajo education. He also forwards his belief that the English language should be taught in the schools before the Navajo language.

Meyerson, Marian D. "The Bilingual Child" Childhood Education. Volume 4, Number 9, May 1969, pp. 525-532

This article concerns itself with the disadvantaged child who has a limited vocabulary in his native language and when forced into a bilingual environment, suffers from identity problems and a deficiency in both languages result.

Meyerson believes the child should have a basic efficiency in his native language before he is introduced to a second one.

Mickelson, Norma and Galloway, Charles. "Cumulative Language Deficit Among Indian Children" Exceptional Children. Volume 36, Number 3, November 1969, pp. 187-192

The authors discuss a summer educational program for Indian children living on reservations. Data presented support the hypothesis that language deficiencies tend to remain in the verbal repertoire of children disadvantaged with respect to social class. The data also indicates correction is possible if structured language experiences are provided but that deficiencies do not appear to improve as a function of time and undifferential school activities.

Osborn, Lynn R. "The Eskimo Storyteller: A Responsible Communication Role" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 8, Number 1, October 1968, pp. 13-16

Osborn discusses the important but vanishing role of the Eskimo storyteller, who served as an expositor of the present and a chronicler and raconteur of the past. He linked the generations by means of the spoken word, admonished, entertained and taught.

Osborn, Lynn R. "The Indian Pupil in the High School Speech Class" The Speech Teacher. Volume 16, Number 3, September 1967, pp. 187-189

This study attempted to gain a broad overview of the peculiar problems faced by the public high school speech teacher in an integrated classroom of Indians and non-Indian pupils. Indian pupils came from a cross section of all the major tribes.

Eight distinct problem areas were cited. Seven effective means for dealing with these problems were listed by the teachers.

Osborn, Lynn R. "Rhetoric, Repetition, Silence" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 12, Number 2, January 1973, pp. 15-20

Osborn pays tribute to the Indian for his eloquent ability in the art of communication.

Osborn, Lynn R. "A Speaking and Listening Program" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 7, Number 1, October 1971, pp. 21-24

Osborn discusses the communication problems which the Indian student displays and the role of the speech teacher in helping the student deal with his special problems.

Osborn, Lynn R. "Speech Communication and the American Indian High School Student" The Speech Teacher. Volume 17, Number 1, January 1968, pp. 38-43

Speech communication training for Indian students at the high school level should be viewed as a component of English language rather than forensic exercise. Teachers of Indian students should have academic preparation in cultural anthropology and social psychology. These were some of the recommendations submitted by a conference dealing with speech communication and the American Indian high school student.

Osborn, Lynn R. "Teachers Tackle Speech Problems of Secondary Indian Pupils" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 7, Number 1, October 1971, pp. 19-21

Osborn describes the first NDEA Institute for Advanced Study for Secondary Teachers of Speech to American Indian Pupils held on the campus of the University of Kansas.

Tefft, Virginia. "Using Physical Education in English Language Practice" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 1, October 1971, pp. 1-6

The purpose of this study was to find out if physical education could offer a medium through which the child could effectively practice and learn English as a second language. Subjects were Navajo children in kindergarten through third grades. Results of the study showed that the program provided oral language practice using content from the direct experience of the children. This made the process immediately meaningful and practical. The fun element of the program tended to carry over into other phases of the child's life.

READING

Hill, Charles H. "A Summer Reading Program With American Indians" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 9, Number 3, May 1970, pp. 10-14

This remedial reading program involved American Indians living on a rural reservation. The program proved to be beneficial in preventing regression in reading skills during the summer months.

Kersey, Harry and Fadjo, Rebecca. "A Comparison of Seminole Reading Vocabulary and the Dolch Word List" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 11, Number 1, October 1971, pp. 16-18

This article deals with one aspect of research conducted in conjunction with a tutorial remedial reading program for Seminole Indian children on the Big Cypress Reservation in Florida. Peer-produced books were used by the children and a Seminole Word List was compiled. It was found that Indian students had a broader vocabulary than the Dolch list alone would indicate and that peer-produced reading materials provided a vehicle for ascertaining an accurate measure of their reading skills.

Kersey, Harry, Jr., Keithley, A., and Branson, F. W. "Improving Reading Skills of Seminole Children" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 10, Number 3, May 1971, pp. 3-7

The Reading program described here took place at the Ahfachkee Day School on the Big Cypress Reservation in the Everglades. The program is a peer to peer interaction on a multi-sensory basis, with special emphasis on peer produced materials and an adaptation of the Fernald perceptual remediation technique.

Results of the program have been a slowing down of the severe regressive trend that had been found in Seminole reading abilities.

Philion, William and Galloway, Charles. "Indian Children and the Reading Program" Journal of Reading. Volume 12, Number 7, April 1969, pp. 553-560+

Indian children have a completely different reading problem than do other lower-class non-Indian children. In order to set up an effective language arts program for them, teachers observed language patterns of the children and then an item analysis of responses was made to diagnostic test items.

RESOURCE MATERIAL

Benham, William J. "An Indian Education Resources Center" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 12, Number 3, October 1972, pp. 21-24

Benham discusses the services offered by the Indian Education Resources Center located in Albuquerque, New Mexico. The main goal of the center is to serve Indian education by providing leadership or help for change, resources for improvement and advocacy of Indian rights.

"Current North American Indian Periodicals" Social Education. Center for the Study of Man, Smithsonian Institution, Volume 36, Number 5, May 1972, pp. 494-500

This article lists current published periodicals by, for and about the American Indian.

Gurule, Kay. "Truthful Textbooks and Mexican Americans" Integrated Education. Volume 11, Number 2, April 1973, pp. 35-42

Textbooks relevant to the lifestyle of the students, attitudes of teachers, teaching strategies and materials and resources available from the community are issues covered in this article.

Hirschfelder, Arlene. "Bibliography of Sources and Materials for Teaching About American Indians" Social Education. Volume 36, Number 5, May 1972, pp. 488-493

The bibliography is selective rather than comprehensive. The sources listed provide a rich variety of information and materials for designing units or courses about Indians.

Vogel, Virgil. "The American Indian in American History Textbooks" Integrated Education. Volume 3, June 1968, pp. 16-32

That textbooks have either neglected the Indian or distorted their roles is evident from a survey of the literature. Vogel examined more than a hundred history textbooks and concluded "that the American Indians have been obliterated, defamed, dispared, and disembodied."

Witherspoon, Gary. "Navaho Curriculum Center" Journal of American Indian Education. College of Education, Arizona State University, Tempe, Arizona, Volume 7, Number 3, May 1968, pp. 36-41

The functions of the Navajo Curriculum Center are to make the school a Navajo school and to provide the basis from which its students can face the future with confidence and have skills and knowledge with which to make intelligent choices about their future. It also provides technical assistance to other schools and teachers wishing to implement their Navajo culture programs.